

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

8-1.4 Explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, and the Stono Rebellion and subsequent laws to control the slave population. (H, G, P, E)

Taxonomy Level: B 2 Understanding / Conceptual Knowledge

Previous/future knowledge:

In the 3rd grade, students learned about the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority. (3-2.7)

In the 4th grade, students learned about the establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods—rice, indigo, sugar, tobacco, and rum, for example—that were exchanged among the West Indies, Europe, and the Americas (4-2.5). Also, they learned the impact of indentured servitude and slavery on life in the New World and the contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages (4-2.6). Also in fourth grade they learned how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade (4-2.7).

In United States History, students will learn about the settlement of North America (USHC-1) and will summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (USHC-1.1).

It is essential for students to know:

African Americans played a significance role in the developing culture of South Carolina. The economy of South Carolina was largely based on the plantation system which depended upon slave labor. Most of the crops were labor intensive, thus requiring many slaves to cultivate the crops. African slaves also harvested the naval stores and lumber from the forests of the Carolinas contributing to a thriving trade with Britain. With the development of cash crops and the plantation system came an increased need for labor and an increase in the slave trade. Many slaves were brought from Barbados or forced on the “Middle Passage” from the west coast of Africa and then sold on the auction block.

Slaves brought their African culture with them, including the knowledge of cattle herding and rice cultivation. As a result of this knowledge, South Carolina developed a flourishing trade in cattle and rice that made the planters wealthy and made Carolina one of the economic successes of the British colonial system. Africans also brought other aspects of their culture to the colonies, including language, dance music, woodcarving, folk medicine and basket weaving. **Gullah** was a spoken language of Africans that developed in the Sea Islands off the coasts of South Carolina and Georgia. A mixture of many spoken languages combined with newly created words, Gullah was unique to the coastal region because of this area’s limited access and the large concentration of Africans from numerous regions. .

Over time, the flourishing slave trade created a population imbalance. Slaves outnumbered whites and raised concerns about controlling the slave population. The **Stono Rebellion**, a slave revolt near Charles

Town, significantly increased this concern. It started when a small group of slaves, who wanted to escape to St. Augustine Florida where the Spanish said they would be free, broke into a store on the Stono River and killed two settlers. By the end of the day many settlers and slaves were killed. As a result of the Stono Rebellion, Slave Codes developed. Although Slave Codes also punished slave owners who were cruel to the slaves, what was most important to the colonists was that the codes established tighter control of their slaves. One example of tighter control was that slaves could not hold a meeting without permission from their owners.

It is not essential for students to know:

Students do not need to know specific population numbers, names of specific Slave Codes and dates.

Assessment guidelines:

Appropriate assessment require students to **explain** the growth of the African American population during the colonial period and the significance of African Americans in the developing culture and economy of South Carolina. Students may be required to **explain** the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, the Stono Rebellion and subsequent laws to control the slave population.